**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 4th** | | | **Date(s)**: |
| **Unit Title: Unit 1- Understand Place Value for Multi-Digit Whole Numbers** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How does place value relate to multiplying and dividing multiples of 10?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: lots of dice, calendar,marker board, marker, calculators,hundreds board. Rods, flats** | | **Student:**  **Math journal, paper, pencil** | | | **Number, digit, place value, standard form** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For***  ***example, recognize that 700 ÷ 70 = 10 by applying concepts of place value***  ***and division*** | | | | | |
| **I Can Statement(s): I Can name a number then name a number that is ten times greater.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Why is it easy to count by tens? Is it easy to add up ten dollar bills? Can you count backwards from 200 by tens? The zero on the number added to another number that ends in zeros makes for an easier problem. | | | | | |
| **Teacher Directed:** Let’s look at the calendar. Let’s say today is the fifth day of the month and I have to meet my sister in ten days. What day is that? Can you do a different problem in your head without looking at the calendar? | | | | | |
| **Guided Practice:** Bring 2 students to the front of the room. Roll a die. Add a zero to the end. We rolled a four so let’s write 40 on our paper. Now have your partner roll a die. He rolled a seven. Write 70 under 40. So let’s add 70 to 40. What do you get? 110. Can I divide that number by ten? What do I get? 110 divided by 10 == 11. Does 11 times 10 =110? Check on the calculator. Try subtracting the smaller number from the larger. What is 70-40? 30. Can you divide 30 by 10? What do you get? 3. | | | | | |
| **Independent Practice:** Continue with a partner in your own space. How many problems can you work in ten minutes? | | | | | |
| **Closing/Summarizing Strategy:** Ten is a base number in mathematics. Understanding that the digit to the right of any digit is ten times less is essential. Volunteer to explain a problem to the class. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Work with a partner. Can they roll 2 dice apiece, make a number, add a zero and add it correctly. Ex: 23 becomes 230 and 54 becomes 540. Add. Answer is 770. Now divide by 10. Answer is 77. | | | Pull kids in a smaller group. Get out rods, flats, etc. Make representations and have them write the number. Now choose just a flat and some rods have them put a zero for the ones. What is the number? Ex: 2 flats and 4 rods with 0 ones is 240. | | | Create a chant.Ones,tens, hundreds, thousands!Say it with me. Ones, tens, hundreds, thousands. Roll dice and make numbers. |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |